AN EMPIRICAL STUDY ON THE BEHAVIORAL ASPECTS OF MENTORS FOR AN EFFECTIVE MENTORING PROGRAM IN THE GOVERNMENT SECTOR

SHORT SYNOPSIS

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by

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Certificate

I hereby declare that the short synopsis titled "An Empirical Study on the Behavioral Aspects of Mentors for Effective Mentoring Program in Government Sector" being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in the Department of Management under the School of Leadership and Management of Manav Rachna International Institute of Research & Studies, Faridabad (MRIIRS) during the academic year 2022-2025. It is a bona fide record of original work carried out under the supervision of Dr. Urvashi Sharma, Associate Professor, MRIIRS, and has not been submitted in full or part to any other University or Institute for a degree or diploma. Further, it is certified that the short synopsis is plagiarism-free and the proof has been submitted.

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Abstract

A Mentoring program is a training system in an organization where a more skilled, knowledgeable, and adequately experienced employee called a mentor develops comparatively less knowledgeable or experienced, or newly recruited employee called a mentee to enhance his knowledge, skills, and attitude for attaining the organizational goals. Effective mentoring programs are crucial in professional development and knowledge transfer to a mentee, ultimately achieving the organization's goals. In the government sector, mentorship is equally essential for cultivating talent and ensuring continuity, as well as understanding mentees' development within the scope of organizational success. This empirical study investigates the requisite mentor behavioral aspects and their role in fostering strong mentor-mentee relationships for successful mentoring programs within the government sector. A critical Incidence Technique based on a mixed qualitative and quantitative approach will be used to gather detailed descriptions of mentor actions and behaviors detrimental to the mentoring skills. This study will categorize, and classify key behavioral aspects of effective mentoring in the government sector. The research will provide useful insights into the development of customized training programs for mentors in Government organizations within the present changed scenario. This study will also enhance our understanding of how mentor behaviors can optimize the impact of the mentoring program for employee development and career advancement within the public sector.

Keywords: *Mentoring, mentor behavior, mentor-mentee relationship, mentor training.*

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1. DESCRIPTION OF BROAD AREA

The employees of any organization continually face increasing challenges to cope with new technologies, systems, and programs. The challenges being faced require significant changes in their knowledge, administrative, operational, and other technical skills, behavioral aspects, etc., where people have to learn new ways of working and probably discard outdated knowledge, skills, and attitudinal skills. In a public or private organization, every new entrant/recruit requires training for smooth accommodation in the organization, his professional and personal development and to achieve organizational goals.

To respond positively and efficiently to the rapid transformations occurring in all sectors, manage the ensuing challenges, and seamlessly fit into the organization as well as personal and professional overall development, individuals require opportunities to 'develop' themselves through training or education. Here it is important to note that the development word encompasses a relatively wide scope and meaning in which individuals solely themselves or collectively find the potential for their continuous overall improvement thereby it is different from the training. '*Mentoring*' is one of the formal training programs for the holistic development of a potential employee/mentee as well as achieving organizational goals. Hence, a mentoring program within any organization serves as one of the most effective instruments for structuring a formal training program to fulfill the objectives of the organization.

However, the effectiveness of Mentoring programs hinges on well-defined goals and structures of the government organization and the effective role played by mentors. Effective and trained mentors act as guides, sounding boards, and motivators for mentees, fostering a supportive environment that promotes their professional and personal development.

Despite the recognized importance of mentors, a gap exists in the specific behavioral patterns of the mentor that contribute most significantly to successful mentoring relationships within the government context. While existing research offers valuable insights into broader mentoring practices, the unique organizational culture, bureaucratic structures, and specific career trajectories of the public sector necessitate a focused

investigation on the effectiveness of the mentoring program in government set up which is primarily based on the behavioral aspects of mentors.

This study addresses the gap by employing an empirical approach to explore the behavioral aspects of potential mentors in government mentoring programs. By delving into the lived experiences of program participants, this study aims to identify the specific behaviors that mentors exhibit that foster a positive and productive impact on mentoring relationships. Further, this research will not only contribute to highlighting the desired behaviors a mentor possesses in the government sector which will lead to providing a useful foundation for developing a customized training program for mentors but also provide valuable insights for program design and implementation that can maximize the impact of mentoring on employee development and career advancement within the public sector, as well.

2. LITERATURE REVIEW

Comparatively, a knowledgeable, skilled, and experienced member of an organization called a 'mentor' supports the development activities of another junior or less experienced employee or a newly appointed employee called a 'mentee' through the mentoring process. A mentor helps a mentee undertake development duly representing the interests of the organization.

"A mentor is someone who allows you to see the hope inside yourself" – Oprah Winfrey

Mentoring

As per the definition given by Clutterbuck and Megginson, "Mentoring, as a concept, is the offline help of one person called a mentee by another person called a mentor for conducting significant changes in the work, thinking, and behavior of a mentee. The mentoring process in any organization ensures employees' professional growth and development for the efficient discharge of their duties and the duly achievement of organizational goals."

Department of Personnel and Training, Govt of India also emphasizes mentoring skills and conducts training programs for Government employees to make the mentoring process more formal (National Training Policy, Govt of India, 2021). In contemporary

contexts, mentoring is conceptualized as a systematic process wherein a seasoned individual assists another individual in the formulation and enhancement of their objectives and competencies via a sequence of temporally constrained, individualized dialogues and various educational engagements within a defined time frame.

Mentoring is applied by experienced employees to share their knowledge and skills in a positive attitudinal way with those who are new to the system or are untrained and unsuitable for the organization at the present moment or there is a gap in their performance and Knowledge, Skills, and Attitude (KSA). Besides acting as a Sounding Board, the mentor is supposed to work with the mentee, and chalk out the mentee's developmental plan for his fulfillment and to make them more useful for the organization.

"A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you" – Bob Proctor

It is undeniable that mentoring is an essential tool for achieving organizational success and for the career development of mentees and mentors too. As per past research studies, under the mentorship of dedicated mentors, mentees can achieve better performance on their job resulting in better satisfaction of job (Wang et.al., 2023; Eby et al. 2013; Ghosh & Reio, 2013; Payne & Huffman, 2005; Ragins, Allen, Eby, Poteet, Lentz, & Lima, 2004; Lankau & Scandura, 2002, Cotton, & Miller, 2000).

The literature review shows that the mentoring system exists in each organization but in an informal manner. Senior employees of an organization share their experience, skills, etc., with their subordinate employees without knowing that, they are part of the mentoring process. Similarly, new entrants to Government organizations also develop themselves under the mentorship of their seniors. However, a lack of a proper mentoring system, organized tools, and processes may lead to ineffective development

of a junior employee which is unsuitable for achieving the organizational goals (Lonnie D. Inzer, C. B. Crawford, 2005). Therefore, it is essential to augment the understanding of the variables that influence the informal mentoring process and its outcomes to refine the implementation of the formal mentoring program (Yongmei Liu, Amine Abi Aad, Jamal Maalouf and Omar Abou Hamdan, 2021). It means that understanding informal mentoring factors such as mentor motivations, cultural influences, and interpersonal dynamics can help organizations refine formal mentoring structures. As a result, formal programs can be better tailored to create more meaningful, impactful relationships,

increasing their effectiveness in developing employees and achieving organizational goals.

"Whoever cares to learn will always find a teacher". — German proverb

Previous studies have brought out that mentors engage themselves in the informal mentoring relationship as they also have some motivation. One such motivation is the positive outcome of such an informal relationship. Previous studies have brought out the factors that drive a mentor to come under mentoring program which includes cognitive or psychological factors, recognition, incentives, and their behavior patterns of helping others (Allen et al. 2008; Ghosh and Reio 2013; Hezlett and Gibson 2005) and as such this study is touching upon such issues as a by-product as well, from the perspective of mentors (Yongmei Liu, Amine Abi Aad, Jamal Maalouf, Omar Abou Hamdan 2021). In different cultures, different motivational factors motivate the mentors to conduct effective mentoring programs (Osula and Irvin 2009; Omanwa and Musyimi 2016). Therefore, a formal Mentoring Program is essential for the development of an employee in any of the organizations across the private or public sector.

Mentoring Process

The execution of the mentoring process involves four phases as described below (Course material for Mentoring Skills available with Training Division of DoPT, Govt of India prepared by Sheardown Brian, Professor, Thames Valley University, U.K., 2004):

i. **Phase-1: Relationship Building** - This initial phase focuses on establishing rapport and clarifying aims, objectives, and expectations, while aligning them with organizational goals and identifying barriers and resources based on the organizational needs and goals. In this process, the learning objectives of the mentee are also seen, as well as how they match their aspirations. Resources and barriers likely to influence the process should also be identified. Formally, the aims and objectives for the development of a mentee are termed a 'Mentoring Contract'.
ii. **Phase-2: Identifying and Planning Developmental Needs**—In this phase, the mentor assesses the mentee's overall developmental requirements, collaboratively identifying learning objectives and performance gaps. This culminates in a Mentoring Development Plan (MDP) that adheres to SMART criteria, with the mentor's professional skills and attitudes being vital. Here SMART denotes Specific,

Measurable, Achievable, Realistic, and Time-Bound. In this phase, workplace experience, professional skills, competence, and attitude of the mentor play a crucial role.

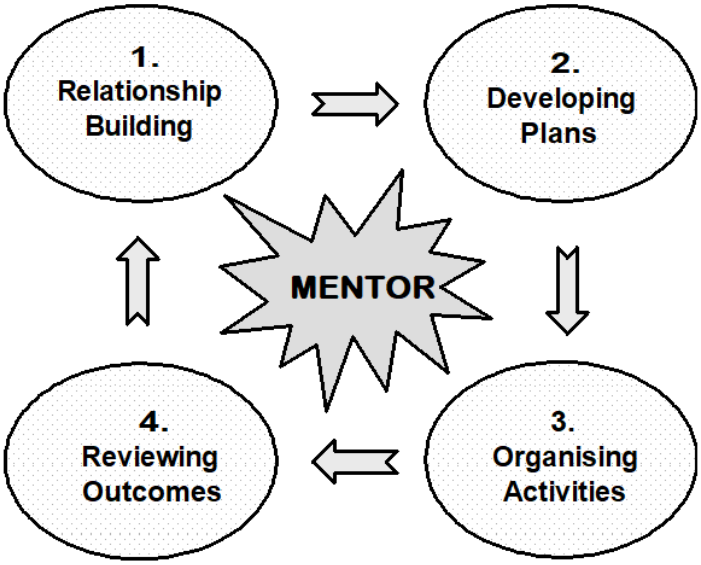

Figure 1: mentoring cycle

Source: Course material for Mentoring Skills, Training Division of DoPT, Govt. of India.

iii. **Phase-3: Organizing Activities**- In this execution phase, the mentee undertakes the learning strategies as per MDP under the mentorship of the mentor, thereby gaining experience and learning. Besides sharing his experience, skills, and knowledge, as a resource person, a mentor ensures the smooth and hindrance-free acquisition of knowledge and skills. Small progressive, challenging steps, with appropriate feedback, can be termed as the basis for successful development.

iv. **Phase-4: Evaluation**- In this phase, the progress made is assessed and it is seen whether the objectives set are achieved. Based on the evaluation any of the above phases may be executed again.

Mentor-Mentee Relationship

The mentor-mentee relationship is a crucial aspect of professional growth in each field of an organization either the private sector or the government sector. The mentoring relationship involves a dynamic process where two individuals associate with each other in a two-way beneficial journey of learning, self-awareness, and skill development. Mentoring goes beyond mere guidance; it fosters trust, commitment, and social support, evolving from transactional to transformational interactions. Research emphasizes the importance of understanding mentoring dynamics from the angle of mentor and mentee,

highlighting the reciprocity and complexity of these relationships. Mentors play a vital role in transferring knowledge, preparing junior colleagues for increased responsibilities, and contributing to organizational success. Ultimately, effective mentoring relationships contribute significantly to personal and professional development, creating lasting impacts on individuals and organizations alike (Ciarrochia, J., Hayes, S. C., Haye, L., Sahdra, B., Ferrari, M., Yap, K., & Hofmann, S. G. 2021; Deborah, Anne, Ondeck., Barbara, Stover, Gingerich 1994; Norma, R., Hagenow., Mary, Anne, Mccrea 1994; Jay, T., Knippen., Thad, B., Green. 1991.).

The roles of a mentor in the mentoring program are multiple and inter-alia including identification of the overall development needs of the mentee, providing him advice and guidance for such advancement, continuously helping him with his career and personal development, advising the organization for the overall development of the mentee, etc. Throughout the mentoring process, the mentor acts as a counselor, advisor, coach, teacher, friend, communicator, etc (Lonnie D. Inzer, C. B. Crawford 2005, Sheardown Brian, 2004, Jacobson and Kaye 1996). Some studies have also provided specific tasks for a mentor, such as the promotion of intentional learning of the mentee, sharing his successes and failures as a storyteller for analyzing the mentee about the realities of the organization. Such tasks of the mentor shall also develop a strong rapport between the mentee and the mentor (Lonnie D. Inzer, C. B. Crawford, 2005). In reality, mentorship constitutes a confluence of continuous occurrences, experiential learnings, observations, scholarly inquiries, and reflective evaluations, and therefore, both the mentor and the mentee together engage where they mutually share accountability for the overall development of protege (Lonnie D. Inzer, C. B. Crawford 2005, Sheardown Brian 2004).

As per the survey conducted by Oliver Nazarene University in the year 2019, 63% of the employees thought that they did not get enough mentorship for their career enhancement (Zhang, Wang, Galinsky, 2023). As per the study conducted by Lim, Tai, Bamberger, and Morrison in the year 2019, there are many barriers, problems, and constraints that come up as hurdles faced by the mentees while taking help from the mentors under mentoring program (Zhang, Wang, Galinsky, 2023).

Challenges and Constraints Faced During Mentoring

During the mentoring program, organizations face many challenges which are based on the environment of the organization and the motivational and behavioral issues of all the

stakeholders. Mentoring requires lots of time and effort and there is a requirement to balance mentoring responsibilities with other commitments for which skills are required in a mentor and mentee. There should be defined realistic expectations and the goals should be SMART. There should not be any unfair Manipulation on the part of the Mentor/Mentee which may lead to conflict between the power dynamics of mentee and mentor. As such there is a requirement to maintain transparency, high ethical behavior, and mutual respect. The mentoring relationship may face resentment or Jealousy from Others when the colleagues or peers may feel left out or envious of the mentor-mentee relationship. Formation of effective Mentoring Pairs is a crucial challenge while initiating the mentoring program, particularly in a government sector

where the hierarchy in the government setup is essential. In such a situation, the behavioral aspects of mentors play an inescapable role.

Mentoring has the potential to yield beneficial outcomes for both mentors and mentees; however, it can also cause significant difficulties, which may result in the premature termination of mentoring relationships (Grossman & Rhodes, 2002). Grossman & Rhodes, Mentor, 2006 conducted a survey and found that adults who mentored the mentees inter-alia highlighted the undermentioned constraints and challenges:

i. 14% of participants indicated that the mentor had higher expectations related to the relationship dynamics.

ii. 11% of participants highlighted that the mentee wanted unrealistic expectations concerning the relationship.

iii. 11% of participants indicated that both the mentee and mentor struggled to establish a constructive relationship.

iv. 7% of participants indicated inadequate cohesiveness between the mentor and the mentee.

v. 7% of participants indicated that the parameters of the association were ambiguous.

vi. 6% of participants indicated an absence of administrative support.

vii. 6% of participants indicated conflicts with the program personnel with respect of the regulations of the program.

viii. 3% of participants indicated that the mentee exhibited resistance.

To address the constraints encountered during the mentoring process, mentors articulated that their experiences could have been enhanced and challenges mitigated through various strategies, including (Grossman & Rhodes, Mentor, 2006)

i. 41% emphasized to spend more time with the mentees,
ii. 35% focused on the availability of desired resources at the optimum,
iii. 31% highlighted that the mentors should be more knowledgeable, and
iv. 30% of mentors trusted the better training provisions to the mentors.

Prior studies reveal that it is not necessary to appoint every experienced or senior employee as a mentor (Allen 2003). Further, all the potential mentors should possess desired behavior toward the mentee for effective mentoring (Ragins, Cotton, and Miller 2000). It is therefore essential on the part of the organization that they should indulge that personnel as mentors who have desired behavioral traits for the mentee's overall development. A mentor who indulges in mentoring out of his interest doesn't need to provide desired outcomes resulting in non-receipt of the desired outcome of the mentoring program (c.f., Allen, Poteet, and Russell 2000). This will ultimately develop contentious mentor-mentee relationships leading to unhealthy workplace dynamics.

Motivation for Mentors

Past studies reveal that mentors feel motivated when they know the result of the formal mentoring program including its psychological meaningfulness etc., thereby developing their true intention to invest their whole-hearted desired efforts. On the other hand, the mentees and the organizers of such programs need to understand the value of mentoring. Therefore, they should design the program accordingly (Young & Perrewé, 2000). Mentors having high goals are found to be more engaged in mentoring because they find it a psychologically valued program leading to the successful completion of the mentoring program fulfilling organizational goals, as well as the overall development of the mentee (Noe, 1988; Turban et al., 2017, Godshalk & Sosik, 2003). Research indicates that c

Two-way Learning Process

Research has prominently illuminated the fact that, in addition to the crucial process of obtaining knowledge that is specifically related to mentoring practices, as well as insights about interpersonal relationships and self-awareness, mentors are also able to acquire

specialized knowledge that pertains to their specific occupations through the rich and dynamic interactions they engage in with their mentees (Stacy L. Astrove Maria L. Kraimer 2020). Further, studies have revealed that learning direction is two-way and is malleable with the trait of being open to intervention in the mentoring program. Findings suggest that knowledge flows from higher positional power to the lower positional power helping mentors to improvise their interaction, relationship, and effectiveness, however, downward learning from lower level to higher level employees is especially beneficial for individuals possessing significant authority indicates a potential remedy for the overarching issue of power diminishing the capacity for taking the perspective (Zhang, Wang, Galinsky 2023). As per the studies, transferring 'expertise to others' and 'being an expert' are two distinct phenomena (Hinds 1999; Patterson and Pfeffer, Hinds 2001; Zhang & North, 2020). Further findings support this view and highlight that 'downward learning of mentors' (learning from the mentees also called '*reverse mentoring*') predicted outcomes of mentees' learning are above and beyond their expertise. The results indicate that the successful cultivation of talent necessitates a specific array of learning-oriented dispositions that are separate from domain-specific knowledge (Zhang, Wang, Galinsky 2023).

Skills Required in Mentors

As mentoring represents an inherently social phenomenon characterized by person-to-person relationships, the experiences associated with mentoring can exhibit considerable variability, subsequently influencing the standard, efficacy, and efficiency of the mentoring process (Rajuan et al. 2010). Even motivated and enthusiastic mentors may inadvertently dissuade and undermine their protegees when the mentees interpret their feedback or suggestions as harsh without the desired element of encouragement (Le 2007). Moreover, mentors with substantial experience may engage in evaluative mentoring- "*disclosing too readily and/or too frequently (their) own judgments on or evaluations of the mentee's planning and teaching*"—thereby jeopardizing the integrity of the relationship between mentor and mentee (Hobson and Malderez 2013).

Studies indicate that proficient communication abilities and mentoring techniques are crucial for mentors to effectively impart their expertise (Gagen & Bowie 2005) to the mentees, especially when involving them in positive, and impartial exchanges for upholding a collaborative atmosphere (Lee & Feng 2007 and Efron et al, 2012).

Implementing a framework of organization in mentorship initiatives regarding their underlying principles and goals could effectively improve transparency and consistency in the dynamics between mentors and mentees, ultimately bolstering the facilitation of the educational material addressed in the mentorship curriculum (Simmi Naresh Govindani, Jessie Kwee, Salleh Hairon, Edna Chee Joo Tay Soon How Loh, and Soh Peng Lim, 2020).

Studies have shown the negative experiences due to focused mentoring. Adverse mentoring experiences, encompassing detrimental interpersonal relationships, appropriation of credit, acts of sabotage, and manipulative behaviors (Burk and Eby 2010; Eby and Lockwood 2005; Eby and McManus 2004), are correlated with the diminished psychological support to mentors thereby reducing the career advancement opportunities to mentees which ultimately raise the intentions of employee turnover, amongst various other factors (Eby and Allen 2002; Eby and McManus 2004). Although unhealthy mentoring experiences can stem from the actions of either individual involved, the intentions of the mentor can significantly contribute to the emergence of these challenges. For instance, mentors whose motivations are predominantly self-centered are more inclined to exhibit behaviors that engender relational complications (e.g., appropriating credit for a mentee's accomplishments). On the other hand, it is also true that the mentors motivated by their endeavors help their mentees to realize that mentoring is a two-way learning process benefitting both of them. For example, a mentee can teach the mentor about the advanced technology that he has or he can connect the mentor with his professional or personal network which may be beneficial for the growth of the mentor as well (Fullick-Jagiela, Verbos, and Wiese 2015) leading to the more conducive mentoring relationship and rewarding for all.

Research has indicated that a mentor's different characteristics, such as their openness, empathetic disposition, expertise, and aspiration for the advantages of mentoring (Bozionelos 2004; Ghosh and Reio 2013; Maynard-Patrick and Gayle Baugh 2019), as well as their prior experience as a mentee (Maynard-Patrick and Gayle Baugh 2019; Allen, Poteet, and Burroughs 1997; Bozionelos 2004), may significantly affect their motivational levels. The relationship between the motives of mentors and their behaviors may be moderated by these factors. For instance, mentors exhibiting heightened levels of empathy may demonstrate greater inclusivity during the initiation of relationships,

even where their predominant motivation is focused on self-interest. (Yongmei Liu, Amine Abi Aad, Jamal Maalouf, and Omar Abou Hamdan 2021).

Formal training in mentoring skills is essential and should be provided to all mentors by experienced and expert trainers following the organizational goals and needs. The instruction provided should encompass the historical aspects of mentoring, the roles played by participants, the key factors contributing to the successful pairing of mentors and mentees, as well as practical advice and recommendations, along with the mutual expectations held by mentors and mentees. Furthermore, the training program ought to incorporate a comprehensive outline of the program's framework, regulations, policies, objectives, and criteria for assessment. It is a well-established finding that communication skill is the soul of the training programs for mentees and mentors under the guidance of expert trainers (Williams, 2000). The line managers and other key employees may also be included in the communication skill training program as they may have formal or informal roles of mentoring or conducting mentoring programs (Benabou & Benabou, 2000; Lonnie D. Inzer, C. B. Crawford 2005). Studies also highlight that mentors, mentees, and the immediate superior of mentees should participate in the formal training on mentoring skills and its concept. Another suggestion received from prior research focused on joint trust-building exercises for mentor and mentee for an effective mentoring relationship (Phillips-Jones, 2003; Lonnie D. Inzer, C. B. Crawford 2005).

Behavior Aspects of Mentors

Mentor behavior plays a crucial role in fostering effective mentoring relationships. Effective mentors exhibit behaviors such as creating a safe and trusting environment, sharing knowledge and experiences, challenging mentees' perceptions, and providing practical advice and support (Johnson, M., & Smith, R., 2024)]. Mentors should also use their networks to assist mentees, encourage self-awareness and self-esteem development, and actively engage in the mentoring process (Johnson, M., & Smith, R., 2024). On the other hand, mentees should take responsibility for driving the relationship, show organizational skills, engage openly with mentors, and provide feedback for a successful mentorship dynamic (Sharon Straus, and David Sackett. (2013), John Wiley & Sons) since learning is a voluntary activity. Understanding and embodying requisite behavior

aspects are essential for both parties to establish and maintain effective relationships between mentor and mentee, as highlighted in the research literature.

Successful mentoring outcomes are primarily closely tied to specific mentor characteristics. Research highlights key behavioral aspects that mentors should possess for effective mentoring, including expertise in the related area, requisite attitudinal aspects, life-related skills like desired level of enthusiasm and commitment, interpersonal skills, cross-cultural orientations as well as a desired level of attention on the development and to investigate the optimum level of development (Eby, L. T., & Robertson, M. M. (2020). Furthermore, it is imperative to recognize that the establishment and maintenance of successful mentor-mentee relationships are fundamentally predicated upon a foundation of consistency in interactions, the implementation of communication strategies that are predominantly guided by the mentor, and the cultivation of interpersonal exchanges that are mutually satisfactory and beneficial for both parties involved in the mentoring dynamic (Eby, L. T., & Robertson, M. M. 2020). In the education context of some foreign Asian countries, effective mentors exhibit non-authoritarian directive leadership behaviors to guide mentees into their profession, despite challenges like lack of contextual support and inadequate training (Eby, L. T., & Robertson, M. M. 2020; Baars, M., Wijnia, L., de Bruin, A. et al 2020).

To be an effective mentor, one needs to possess multiple behavioral skills. These include active listening, reflective listening, empathetic listening, willingness to learn, time management, inspiring communication, proactivity, reflection facilitation, and negotiation skills (Eby, L. T., & Robertson, M. M. 2020; S. Zedeck (Ed.), 2014). Additionally, mentors should be willing to learn from mentees, manage time effectively, communicate inspirationally, take initiative, facilitate reflection, and negotiate learning goals and responsibilities with the mentees. These skills are essential for building trust, fostering a supportive environment, and ensuring a successful mentoring relationship.

Training for Mentors

Proper training for the potential mentors is also required duly enriching them with their roles and responsibilities as an effective mentor. The mentors may share possible barriers and then it could be discussed how to tide them.

Therefore, it is necessary to design a customized training program for mentors, so that they can develop the desired motives and behaviors leading to the success of all the stakeholders (Ragins 2011; Ghosh and Reio 2013). At the same time, mentors should consider how cultural values influence their intentions and actions, and develop an understanding of different cultures, especially when mentoring individuals from diverse cultural backgrounds (Osula and Irvin 2009).

3. CONCEPTUAL FRAMEWORK

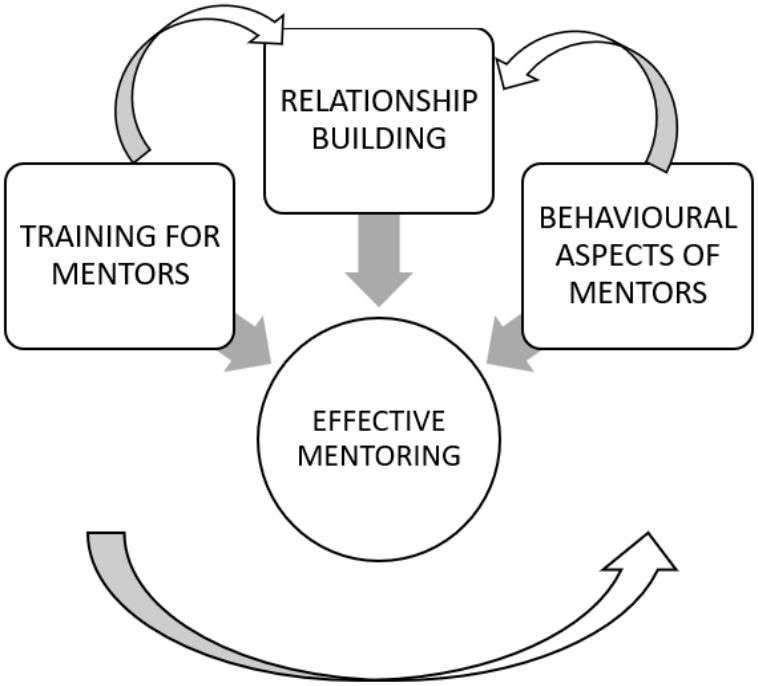

Figure 2: Conceptual Framework of the Study
Source: Self

This theoretical conceptual model for the study will explore the essential behavioral aspects of mentors for effective mentoring within a government setup in India. It will further provide suggestions for developing a customised training programme for mentors keeping in view the essential behavior aspects of mentors. The details of variables related to the study are given in below table:

Table No. 1: Details of the variables

Variable Type	Variable	Details	Measurement
Dependent	Effective Mentoring	Effectiveness of formal mentoring program in an organization	Survey
Independent	Behavioral Aspects of Mentors	Mentors's attributes and behaviors	Surveys, Questionnaires, Interviews, Literature Review
Moderate	Training for Mentors	Behavioral factors of mentors that influence the effectiveness of mentoring skill program	Survey, Questionnaires Interviews Literature Review

Source: self

4. PROBLEM STATEMENT

Effective mentoring programs are crucial for the professional development and retention of employees in the government sector. However, the success of these programs largely depends on the behavioral aspects of mentors, which inter-alia, for example, include their communication skills, listening and counseling skills, Empathetic behavior, and ability to provide constructive feedback. Despite the recognized importance of these behavioral traits, there is a lack of empirical research specifically focused on identifying and analyzing the behaviors that contribute to effective mentoring in the government sector. This study aims to fill this gap by examining the behavioral aspects of mentors that lead

to successful mentoring outcomes in government organizations and provides insight for developing a customized training program for mentors.

5. RESEARCH GAPS

Research gaps have been primarily observed while reviewing the past studies. Such gaps are inter-alia related to:

i. Most existing research on mentoring behaviors is conducted in the private sectors such as the medical area, educational institutions, various departments of businesses, etc. There is a need for studies that focus specifically on the government sector of India to understand the unique challenges and requirements of mentoring.

ii. While there is general agreement on the importance of some key mentor behaviors, there is limited empirical evidence detailing which specific behaviors of mentors are essential for effective mentoring skills in the government sector of India.

iii. Based on the specific mentor's behaviors, there is a lack of studies that provide valuable information for developing and designing customized targeted training programs for officials of the Government of India.

6. OBJECTIVES OF THE STUDY

There are three potential objectives for the research on the behavioral aspects of mentors in an effective mentoring program within the Government of India

i. To study the mentor behaviour essential for Government Officials of India'.
ii. To evaluate the specific behaviors exhibited by potential mentors of the Government of India for effective implementation of mentoring programs.
iii. To analyze how specific mentor behavior can enhance mentee development within Government offices in India.

7. METHODOLOGY

This study aims to identify the requisite behavioral aspects in a mentor who can successfully engage himself in an effective mentoring program within the Government of India.

Research Design

The research will be 'descriptive research' aligning with the research objectives of studying, differentiating, and evaluating the specific mentor behaviors for effective mentoring within the government of India. This will further analyze how specific mentor behavior can enhance mentee development within Government offices in India.

A mixed Qualitative and Quantitative research approach will be used. Primarily, an extensive Literature review will be conducted for the research. Primary data and information were obtained through online surveys; telephonic/personal interviews/discussions with experienced government officials, potential mentors, and trainers of mentoring skills.

The Department of Personnel and Training (DoPT) being the nodal department of all the ministries of central government conducts mentoring programs under its Trainer's Development Program (TDP) across the country with the help of central and state administrative training institutions for all central and state government officials primarily for the rank of Gazetted officers to Director/Joint Secretary. Therefore, the targeted population is Government Officials working in the center and state Governments since the study will be beneficial for all government organizations across the states and the center.

Primary data will tentatively be collected from a sample size of approximately 300-500 officials of the Government of India for obtaining data related to studying, differentiating, and evaluating the specific mentor behaviors for analyzing the impact of specific behaviors of mentors enhancing the mentee development in a mentoring process. These officials will mainly include Gazetted Officers or equivalent up to the level of Director/Joint secretary of central/state government having considerable experience of 10 years or more who formally or informally served as mentors in Government Organizations. The officials will also include center/state officials who have undergone mentoring skills courses under the TDP programs conducted by the Govt of India's Nodal Agency Department of Personnel and Training (DoPT) during the last five years. For this purpose, the state and central administrative training institutions that have conducted mentoring skills courses will be contacted, as per the need.

A non-probability sampling technique, such as convenience or judgemental sampling, will be appropriately adopted to select participants with adequate experience to ensure the true representation of different government setups at the central and state levels. Such sampling techniques are appropriate for the study since the study focuses on those participants who are involved in formal or informal mentoring in the Government of India. This will provide us with rich and targeted data as per the specific objectives of the study. As mentioned above, a sufficient number of mentors, who also previously served as mentees, from diverse government departments of center and state government departments to ensure that the findings are generalizable.

Deriving from the understanding developed from an extensive review of past research and, if required, discussion with experts, a structured questionnaire will be developed to quantitatively assess mentors' behaviors and their perceived impact on mentoring outcomes. The survey will use a Likert Scale to measure key variables.

Telephonic/in-person Interviews/discussions will be conducted with approx. 20-30 experienced retired/serving government officials of the level of Gazetted officers and above, recognized/master trainers (as appointed by DoPT) in mentoring skills or TDP program, and a few experienced officials who have already obtained formal training in mentoring skills under TDP Program of DoPT. Semi-structured interviews will be conducted with the targeted officials of Govt of India to explore their thinking of effective mentor behaviors based on their understanding and experience. The high-order, open-ended questions will be framed initially for semi-structured interviews.

Data Analysis

The demographic information and the distribution of mentor behaviors will be studied using 'descriptive statistics' like the average values, variance, etc. 'Inferential statistics' such as correlation and regression analyses will also be performed to examine relationships between the variables.

As per the requirement, research tools such as Analysis of Variance (ANOVA), and Chi-square tests will be applied to assess and evaluate the specific mentor behaviors and their impact on the mentee's development. Qualitative data extracted from the interviews will be analyzed using thematic analysis. Wherever required, statistical software like MS Excel, SPSS, etc, and other software will be used for data analysis and visualization.

If required, secondary data and information gathered from websites, journals, research papers, academic results, institutional observations, etc., will be analyzed vis-à-vis the research objectives.

8. EXPECTED OUTCOME OF THE STUDY

The expected outcomes from the empirical study will be:

i. The study will mainly focus on the overall mentor behaviors essential for the mentor-mentee relationship for an effective mentoring program in the Government of India.

ii. The study will assess and evaluate the specific key mentor behaviors required to be held by Government Officials of India for effective mentoring.

iii. The study will also analyze the role of key mentor behaviors on mentee development

Additional Outcomes

iv. Further, this study will provide recommendations for developing a customized training program on the necessary behavioral knowledge and skills for mentors.

v. The specific outcomes of the research will be forwarded to the training division of the Department of Personnel and Training, Govt of India for making suitable changes in the existing training program for mentoring skills and if required, to design a fresh training program for potential mentors.

vi. The study can provide empirical evidence to support the implementation of best practices in mentoring, leading to more effective and sustainable mentoring programs.

vii. Researchers can explore the motivational factors of the Government Officials to become mentors, their selection and to continue in the mentoring role.

viii. This research will also identify gaps in knowledge and suggest areas for further investigation.

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